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ABSTRACT

This report examines the role of schools and "outside" social and economic influences in young people's lives, focusing particularly on the impact that participation in extracurricular activities has on racial tensions and students' self-images. It is based on data collected from a national sample of tenth graders in the 1980 "High School and Beyond" (HSB) survey sponsored by the National Center for Education Statistics. Besides obtaining data on students' family background, the survey asked students to respond to a series of questions regarding their general sense of well-being, satisfaction with school, self-esteem, and sense of opportunity. Also examined was the racial composition of the students' schools. The report describes the distribution of student responses to questions regarding their sense of well-being and opportunity, and summarizes the areas where race and sex differences appear. Correlates of student variations on selected scales of satisfaction, self-esteem, and sense of efficacy are analyzed to determine the importance of school and non-school influences on these student outcomes. In addition, broad features of the school experience are distinguished for their apparent role in the process. The report concludes that participation in extracurricular activities does contribute to an improved sense of satisfaction and well-being for both blacks and whites, but does little to influence either the sense of personal efficacy or a positive self-image. Desegregated schools that maximize participation in extracurricular activities especially enhance black student participants' sense of well-being. (CJM)

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THE SENSE OF WELL-BEING AND OPPORTUNITY OF AMERICA'S YOUTH: SOME SOURCES OF RACE AND SEX DIFFERENCES IN EARLY ADOLESCENCE

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There have been a number of serious analyses of the problems faced by teenagers growing up in contemporary America (Presidents' Science Advisory Committee, 1973; Carnegie Council, 1979). On the one hand, these young people are at a "preparatory stage" in life, where they are not ordinarily expected to contribute to the adult world, by holding responsible jobs or by fulfilling essential roles in family or social service activities. They are in a situation where their activities in school comprise a primary condition of their state in life, and where the school becomes one major source of their personal satisfactions or dissatisfactions. On the other hand, the outside world impinges on their consciousness as they consider how they are likely to fit into the social strata defined by the modern occupational world and by conditions affecting their social class, sex, and racial group (Gottfredson, 1981). If economic and social conditions present a very discouraging picture to students, these perceptions may overwhelm their role in schools as the source of the students' sense of personal well-being, self-esteem or feelings of efficacy.

Student culture has for a considerable time been a focus of social scientists. Parsons' (1949) essay on schools pointed out both the cognitive development mission of schools and the citizenship socialization function of early schooling. A formidable way in which youth culture is influenced by schools is through their formal extracurricular program. The nature of the extracurricular program varies according to student age, size of school

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and affordability but generally consists of activities including athletics, hobby clubs, service clubs, music and drama clubs, special interests groups (farming, teachers, French, etc.) and honorary clubs (i.e. national honor society).

At least four purposes are formally identified (Parelius and Parelius, 1978) as being serviced by extracurricular activities: to channel youthful energy into approved directions; to promote cohesion within and between schools and communities; to provide alternative means of achievement and success experiences for the less academically inclined student, and; to provide less formal contexts in which a more heterogeneous group of students may interact with one another and/or with teachers and administrators. Some research (Coleman, 1961) has, however, found limited evidence which suggests that the extracurricular activities are conducive to youth values that are counterproductive for the academic mission of schools--a central concern of educators who do not share a positive view of extracurricular activities.

Despite these concerns research intended to shed light on the role of extracurricular activities has found salutary effects for such participation: on self esteem (Yarworth and Gunther, 1974; Hanks, 1980; Trent, 1981); on reducing alienation (Otto and Featherman, 1975; Hanks and Eckland, 1976); attainment--educational and occupational-- (Hanks and Eckland, 1976); and, on voting and other modes of adult social and political efficacy (Hanks and Eckland, 1976; Trent, 1981; Braddock and Trent, 1982). Furthermore, recent studies of desegregated schooling contexts provide some empirical evidence that encouraging student participation in and faculty, administative and parental support of racially mixed extracurricular programs can be a

valuable means for reducing racial tensions (Patchen, 1981; NIE, 1981; Crain, 1981).

The complex interplay of societal social phenomena and youth culture can and often does change rapidly however, and the need to carefully examine the role of schools in young peoples' lives is a continuing one. For example, in the twenty-one years since Coleman's treatise on youth culture, societal values and conditions have changed considerably. We have experienced a youth rebellion to the military draft, an increase in youth drug consumption, an increase in single parent households including higher divorce rates as well as increases in teenage pregnancy, higher youth unemployment and certainly a great deal more implementation of school desegregation. Throughout this period schools have remained a central component in the lives of adolescents. What then are the current implications of extracurricular activities as a key component of school organization for the sense of well being, efficacy feelings and self esteem of high school students?

In this paper, we will consider these broad themes with recent data collected from a national sample of tenth graders in the 1980 "High School and Beyond" (HSB) survey sponsored by the National Center for Education Statistics. Besides obtaining information on students' family background, this survey asked students to respond to a series of questions on their general sense of well-being, satisfaction with school, self-esteem and sense of opportunity. The survey also provides data on a number of important types of school experiences and involvements. We will describe the distribution of student responses to a number of survey questions on their sense of well-being and opportunity, and summarize where race and sex differences appear. In addition, we will analyze correlates of student variations on selected scales of

satisfaction, self-esteem, and sense of efficacy, in an effort to get some sense of the importance of school and non-school influences on these student outcomes. In this examination, we shall distinguish different broad features of the school experience for their apparent role in the process.

Methods

This study first provides a description of a national sample of 1980 high school sophomores on individual measures of extracurricular participation, satisfaction with school, sense of personal well being, feelings of efficacy and self-esteem. Secondly the study seeks to explicate the relative importance of school performance and participation in school activities for summative measures of general well being, feelings of efficacy and self-esteem. The school performance and participation measures are examined relative to one another as well as relative to student personal and background factors (race, sex, region and family socioeconomic status) and one school characteristic, the racial composition of the school. Finally the study focuses on whether or not participation in extracurricular activities by black students varies in importance for these outcomes when they are in segregated as compared to desegregated schools.

The second and third issues in this study are examined using multivariate regression analysis to identify the unique contribution of the predictor measures. Both standardized and unstandardized coefficients are utilized where appropriate in our discussion of the findings.

Variable operationalization

Measures used in this study are often composite scores developed by the author and thus require somewhat more explanation of their meaning.

These are briefly presented below along with the individual items used in the composites.

Race, sex, region and family SES are very straight-forward measures taken from the HSB data file. Race, sex and region are dichotomous measures coded 0 and 1 where whites, females and the South are the reference categories (i.e. coded "0"). Family SES is a composite score contained in the data file and is a continuous measure. The composite score is measured by a scale combining five variables: father's occupation, father's education, mother's education, family income, and the presence or absence of seven different household possessions.

The school measures used include high school curriculum, high school grades, high school percent white and a composite of high school activities. The curriculum measure is dichotomous (0, 1) where the reference category "0" includes only those respondents indicating they were in the general or vocational program. Both the high school grades measure and the high school percent white are measures that were included in the principal's questionnaire.

High school activities is a composite measure made up of the following single items: athletics, cheerleaders, hobbies, drama, music, newspaper, debating, honorary clubs, pre-professional clubs, and subject clubs. Each of the single items were coded to distinguish participators from nonparticipators (0, 1) and then summed to obtain a composite score between "0" and "8."

Comprehensive national surveys, such as the HSB data we are studying, can be useful for identifying broad underlying correlates of student attitudes. In these analyses, non-school factors include a student's race, sex, region, and family socioeconomic status.

School factors include (a) "high school grades," to measure a student's academic success; (b) "high school participation in extracurricular activities," to measure a student's involvement in the non-academic life of the school; (c) "high school percent white," to measure the degree to which a student of each race is a member of the predominant racial group in the school. In addition, each student's "curriculum program" is measured, to distinguish individuals in College Preparatory courses of study from those in general or vocational programs.

While clearly a school variable in the sense that it measures a student's academic activities and academic status in the school, "curriculum program" also indicates to a student where he is likely to wind up in later life. Students who have chosen or who have been assigned to a non-college preparatory program will understand that they are probably not destined for those occupations and adult roles where college education is required. In this sense, curriculum placement is a factor through which non-school implications impinge themselves on a student's perceptions.

For the dependent variables both sense of efficacy and self-esteem are composite scores constructed from the respective six items listed in Table 3. Sixteen items in Table 2 were used from the first 19 items to create the composite measure of sense of well being. Excluded from the construct were the first three items which requested respondents indicate how they felt they were perceived by other sophomores in their school. These "perceptions of others' perceptions" were felt to contaminate the remaining self evaluations. For example, given the bias of self-ratings, it was felt that ratings of others' ratings of self would be doubly biased.

Sample characteristics

The HSB '80 is a national longitudinal study of sophomores and seniors in public and private schools. There are 58,270 sophomore and senior respondents in the sample, 43,854 white and 8,219 black. The sample design for the HSB consists of a two-stage probability sample with schools (1,015) as the first stage units and students within schools as the second stage units. Thirty-six each of sophomores and seniors within each school were selected.

This study uses only sophomores and of these 4,254 are black and 22,426 white. The combined black-white sample for which regression results are presented totals 20,654 sophomores. Of these 3,092 are black and 17,562 are white. Thus, the impact of missing data was to reduce both samples by about one-fourth, not a severe loss and, fortunately roughly proportional across race.

Race and Sex Differences in Student Participation, Satisfaction, Control of Environment and Self-Esteem

Table 1 reports the national averages for sophomore students' participation in extracurricular activities by race and sex and attending predominantly black or predominantly white high schools. These activities are only a subset of the full compliment of items for seniors in 1972 and 1980, as HSB sophomore frequencies for participation in varsity sports, honorary clubs, school newspaper and student government are not provided.

Nevertheless, comparing rates of participation across school racial composition categories shows a somewhat different general form from that revealed for 1972 seniors. Black males and females exhibit higher mean participation rates when they are in predominantly black schools rather than

predominantly white schools, except for sophomore sports participation. This may be a fairly substantial change of pattern since for 1972 senior students in high school the opposite was true except for athletic participation by blacks which continues to exhibit higher mean rates in desegregated schools.

For whites, on the other hand, a mixed pattern continues. However, where white seniors in 1972 had higher rates of participation in predominantly white schools, these data show that the 1980 sophomore participation rate is often greater for whites in predominantly black schools. For white males, their mean rate of participation is greater in predominantly white schools only for debating and drama, chorus and dance and athletics.

By contrast, white females appear to participate at somewhat greater rates in predominantly white schools. The exceptions are debating and drama, hobby clubs and vocational education clubs where white females in predominantly black schools appear to participate at a greater rate.

Only one activity stands out as any sort of "turf" area after examining these differences and that continues to be athletics. Beyond athletics, cheerleading for white females in predominantly white high schools exhibits a rate twice that of white females in mostly black schools.

Overall, then it would appear that 1980 sophomores who are black are more active in those schools that are predominantly black, except where athletics is concerned. Otherwise, few clear patterns emerge. It should be noted, however, that white male sophomores are comparably involved almost irrespective of the racial composition of the school and for most activities, the participation rate for those in majority black schools is greater than that of their counterparts in majority white schools.

Table 2 reports national averages by race and sex on 19 survey questions dealing with students' satisfaction with school and sense of personal well-being. Table 3 reports similar tabulations on 12 survey questions intended to measure students' self-esteem and sense of personal efficacy (control of environment). Several generalizations can be drawn from these tables.

1. There is no strong sign of a serious general malaise among the tenth grade student population. A clear majority of tenth grades report positive feelings on most of the items in Tables 1 and 2. The percentages of positive response are particularly impressive for self-esteem questions and for questions about popularity with their peers, where more than three-fourths of students from each race and sex group usually express positive feelings.

2. However, a significant minority of these youth express dissatisfaction with many aspects of their education or present state of life, and on some specific questions more than half of the students have negative attitudes. Items where the average student is most likely to report negative responses include their general feelings of boredom and their absence of pride from receiving any compliments on something they had done. These negative reports confirm a general impression of early adolescence as a period where individuals feel little responsibility and usefulness.

3. Race differences are clearly most important for questions concerning students' sense of opportunity or personal control of one's environment. The final six questions shown in Table 3 cover this area, and a scale based on these items shows large racial gaps. On the scale of control of environment, black males and females average 3.45 and 3.59 respectively, compared to white averages of 4.05 and 4.08. Since the standard deviation of the scale is 1.5,

the average black is about one-third standard deviation below the average white, which means that only about thirty-five percent of blacks are above the white average on this measures. Apparently, due to continuing discrimination and unequal opportunities, blacks face the future with less optimism and confidence that their efforts will pay off. Race differences are smaller and less consistent on most of the other questions and scales measuring general sense of satisfaction and self-esteem. Interesting exceptions include two questions about school work (items 5 and 8 on Table 1). Blacks are more likely to report they like to work hard in school, but are less likely to report they are satisfied with the way their education is going. This is consistent with an image that blacks more than whites find the usual school work to make sense for their goals but are less satisfied that their education is fulfilling these desires.

4. The size and direction of the largest sex differences generally depends upon which racial group is being considered. White females are noticeably lower than white males on the items and scale measuring self-esteem. Sex comparisons among blacks on these aspects show smaller differences between males and females, and the differences tend to favor the females, which is opposite to the pattern for whites. Apparently white females and (to a smaller extent) black males have most difficulty at this age in maintaining a highly positive self-image. Sex differences on items and scales measuring control of environment are much smaller than the race differences we mentioned earlier, although some females feel somewhat more personal efficacy than males especially among blacks. Females also appear to fit into the demands of school much better than males. They report fewer discipline problems, more interest in school, less restlessness, more liking

for school work, and more pride of accomplishment (Table 1, items 5, 6, 7, 9, 11, 12). This is consistent with the usual finding that girls get better grades and get in less trouble in school at this stage of education.

We will get a better sense of the possible meanings of these differences among students as we examine some school and non-school correlates.

Some School and Non-School Sources of Student Attitudes and Perceptions

Tables 4, 5 and 6 present summaries of multiple regression analyses applied to the entire sample, to the black sample alone, and to the white sample alone. In each case, selected independent variables are related to the three different student outcome scales (Well-being, Control of Environment, and Self-esteem).

The following generalizations can be drawn from the results shown in these tables.

1. School experiences are more important for a student's general sense of well-being than for either student's self-esteem or control of environment. Apparently life in school affects students' general sense of satisfaction and happiness, but has little influence on their more general perceptions of opportunities and self than other facets like an individual's race, social class or expected adult destination.

This generalization is based on a number of differences in the pattern of relationships, and the relative sizes of different regression coefficients (b).

(a) Table 4 shows that the gain in explained variation, from adding school factors to an equation that initially includes non-school and status factors, is much greater for well-being than for control or self-esteem. The comparative gains are 1.64 versus 0.39 and 0.86.

(b) Specific school factors do contribute to students' sense of well-being that do not have the same importance for other outcomes. Participation in school extra-curricular activities is only important as a source of students' sense of well-being, and makes only a minor contribution relative to other variables for other outcomes. Academic success in school as measured by school grades, while sizeable and significant for all outcomes, is a larger influence on sense of well-being, especially for blacks (See Tables 4 and 5).

(c) On the other hand, some non-school factors that are important for other outcomes do not account as well for differences in students' sense of well-being. These include region and curriculum for blacks, and sex and family socioeconomic status for whites.

2. Students' sense of efficacy is mainly a function of non-school status influences, such as a student's race, region, sex and adult destination.

A number of results suggest this generalization:

(a) Being a member of a racial minority group only plays a significant negative role for the control of environment outcome.

(b) For the black sample, region is only important for the control of environment outcome, where we note that Northerners have a significantly stronger sense of personal efficacy than Southerners. Region does not contribute to any other outcome.

(c) High school curriculum, which indicates a student's likely adult status, is mainly important as a determinant of control of environment for each racial group.

(d) For the white sample, family socioeconomic status, while contributing to all outcomes, is especially important as a predictor of control of environment.

(e) Being male is consistently negative for efficacy feelings both for the total sample and each racial group.

3. To the extent that any school variable contributes to all three outcomes, academic success as measured by high school grades looms large. This generalization is based on some other regularities in our results.

(a) Overall, high school grades is the largest correlate of each outcome, larger even than student family socioeconomic status. The prominance of grades as a predictor of each student outcome is observed for both blacks and whites.

(b) Grades are more important as a predictor of student's general sense of well-being than of the other outcomes, but the difference in the effects of grades across the different outcomes is smaller than for any other variable. That is, the effect of grades is more nearly equal for each outcome than any other predictor.

Table 7 presents the regression coefficients for black students in segregated and desegregated schools. The central question here is the comparative importance of involvement in school activities for segregated and desegregated blacks on each of the three outcome measures.

The following generalizations are apparent from these results.

1. Involvement in extracurricular activities is nearly twice as important or more for desegregated blacks as it is for segregated blacks depending on the outcome examined.

Inspection of Table 7 shows that black students in desegregated schools experience almost twice the benefit to their sense of well being as a result of involvement in extracurricular activities--.249 vs. .420. It is also

clear that the relative importance (compared to other school and non-school measures) of participation changes greatly.

2. Extracurricular participation is not statistically significant for either the efficacy or self-esteem measure for either group of black students. The substantive change, however, reflected in the increase in the size of the coefficients from segregated to desegregated blacks is dramatic and supports the view that participation is beneficial in important ways to black students in desegregated schools.

A second generalization apparent in Table 7 is the stability in the importance of grades across the segregated-desegregated groups of blacks, for each outcome.

Grades are more important for black students' sense of well-being and efficacy feelings in the desegregated schools but, interestingly, grades are more important to black students self-esteem in segregated schools. The latter finding suggest that there are either conflicting expectations from teachers in desegregated schools or different evaluative approaches employed by black students in desegregated schools.

Discussion

Putting together the various results and generalizations, we can draw some overall picture of the forces that influence early adolescents' sense of well-being, opportunity and self-image, and point to some general problems of the current situation.

Minority groups' status remains a major source of defeatism and discouragement. Many young blacks seem to view their future as out of their control and their opportunities as limited. While success in school can overcome some of these feelings for some black students, major differences due to

racial status remain on the average after school experiences have been taken into account. It also appears that many white girls at this stage of life have particular difficulties because of their status in maintaining a positive image of themselves. On the other hand, males of both races are less likely to view themselves as efficacious.

Because life as a student in school is the major role at this stage of life, academic success is a major influence on young people's sense of well-being, self-esteem and feelings of efficacy. Even though those academic talents rewarded in school are only one element of the range of human competencies that will be required and recognized in adult life, many students seem to have few opportunities for going beyond academic success as a major source of their perceptions of themselves and their future.

The major alternative to academic performance as a legitimized influence on student perceptions is participation in non-academic extracurricular activities. Such participation does seem to contribute to an improved sense of satisfaction and well-being for both blacks and whites, but it does little to influence either the sense of personal efficacy or a positive self-image. Such participation is of considerable importance to the sense of well-being of black students in desegregated schools.

We find some general indications across all groups of tenth graders of their boredom and lack of pride in gaining recognition for accomplishments. Although there may be many exceptions, our society appears to restrict its early adolescents to a world where a limited range of talents are rewarded and where few responsibilities or contributions outside of school are expected or permitted.

These results are consistent with prior resaerch discussed earlier that linked extracurricular participation to enhanced self-esteem and a reduction in sense of alienation. The findings here are statistically significant mainly for whites (the prior studies mainly used whites as their sample also) but the substantive implications of such participation is the same for blacks.

The failure of such involvements to achieve statistical significance for black students' efficacy feelings or self-esteem is not an anomaly. Hunt (1978) in a study of black and white males in grades 7-12 found that those blacks in desegregated schools who depended upon an "attachment" to school for a sense of self were less likely than those who did not have such attachments to express as great a sense of efficacy, and also did not perform as well academically. While not a directly comparable finding, the suggestion is that to the extent that involvement in extracurricular activities develops such attachments, the benefits of participation are not as rewarding to blacks' self-evaluations as they are to whites. In addition, self-esteem is a complex measure, often referencing area-specific evaluations (Hare, 1978), like school, home or neighborhood, especially for blacks.

The ubiquitous importance of academic performance calls our attention to the salience of performing well among both black and white students. Interestingly, grade performance was more important for black students' self-esteem in the segregated context than in the desegregated context. Some might argue that blacks in desegregated settings are reluctant to depend on their academic evaluation as a source of self-worth, as a result of a sense of unfairness. On the other hand, it may be that black students in a majority black school sense a more just performance environment. These interpretations

require additional research for clarification. Nonetheless, academic performance is apparently the most important factor in adolescent self-evaluations independent of other school and non-school factors. While this underscores a desirable value orientation to be nourished in young people, caution must be exercised if we are to avoid instilling a much too monolithic or narrow view of the worthy or capable individual.

Finally, desegregated schools that maximize participation in extra-curricular activities are more likely to be environments where black students who are participants express a greater sense of well-being. Black students' participation in desegregated schools is more important than in segregated schools for this as well as the other outcomes examined in this research. This is especially important given the consistently negative effect of the percent white in the high school on black students sense of well-being, efficacy feelings and self-esteem. In other words, encouraging black students in desegregated schools to become involved in the non-academic as well as academic activities of their schools is apparently an effective means for countering the generally adverse impact that majority white schools have on these outcomes.

In sum, continuing support of extracurricular programming in high schools may be one of the most effective means of providing students a broader basis upon which to evaluate their self-worth and life chances while at the same time improving their immediate general satisfaction. These data suggest that this facet of school programming acts independent of academic performance as well as other school and non-school factors in enhancing students' experiences. As such it may be one of the more manipulable and efficient means of making schools more responsive to student diversity.

TABLE 1

MEANS ON SOPHOMORE STUDENTS' PARTICIPATION IN SELECTED EXTRACURRICULAR ACTIVITIES BY SCHOOL RACIAL COMPOSITION, RACE AND SEX

Activity	School Racial Composition							
	50% White				50% Black			
	Blacks		Whites		Blacks		Whites	
	Male	Female	Male	Female	Male	Female	Male	Female
Cheerleaders, Pep Club	4.2	27.1	3.0	2.54	5.1	29.5	3.1	12.0
Debating or Drama	7.0	9.3	7.2	12.9	11.1	14.1	6.3	16.9
Band or Orchestra	18.3	15.0	14.6	19.7	23.3	17.0	17.3	9.5
Chorus or Dance	18.4	42.1	9.7	32.0	22.1	43.3	8.9	22.3
Hobby Clubs	26.0	15.0	24.5	17.3	26.9	17.4	27.5	18.9
Subject matter Clubs	26.0	26.7	21.0	28.4	30.7	36.0	25.6	26.0
Vocational Ed. Clubs	11.7	21.4	11.7	16.5	17.1	23.0	21.9	17.8
Other Sports[1]	74.2	48.3	62.1	46.3	66.9	43.7	51.9	32.1

[1] Sophomore students were not asked to report their participation in Varsity Sports.

TABLE 2

MEANS ON SOPHOMORE STUDENT SATISFACTION AND WELL-BEING QUESTIONS, BY RACE AND SEX

Question	Percent Positive			
	Black Males	Black Females	White Males	White Females
How do other sophomores in your school see you?				
1. As popular? (Very or Somewhat)	86.1	82.4	81.9	82.0
2. As important? (Very or Somewhat)	79.8	81.2	77.5	83.3
3. As part of the leading crowd (Very or Somewhat)	60.6	51.2	66.8	63.3
Please rate your school on each of the following aspects?				
4. School spirit (Good or excellent)	66.8	64.8	68.6	70.4
Are the following statements about your experiences in school true or false?				
5. I am satisfied with the way my education is going (True)	58.8	57.3	68.2	67.5
6. I have had disciplinary problems in school during the last year (False)	70.2	77.8	79.3	86.3
7. I am interested in school (True)	84.4	86.7	70.2	77.1
Are the following statements about yourself true or false?				
8. I am popular with other students in my class (True)	79.0	80.2	76.5	77.1
9. I like to work hard in school. (True)	63.6	73.5	43.5	56.4
During the past few weeks, did you ever feel . . .				
10. Particularly excited or interested in something? (Several times or a lot)	67.2	75.1	78.3	85.4
11. So restless that you couldn't sit long in a chair? (Never or once)	58.3	52.9	49.1	41.9
12. Proud because someone complimented you on something you had done? (Several times or a lot)	58.5	66.8	53.5	60.0
13. Very lonely or remote from other people? (Never or once)	74.4	66.9	74.6	68.6
14. Pleased about having accomplished something? (Several times or a lot)	64.1	65.8	69.1	64.8
15. Bored? (Never or once)	46.6	35.6	41.7	37.2
16. On top of the world? (Several times or a lot)	34.7	34.7	35.8	46.1
17. Depressed or very unhappy?(Never or once)	63.4	51.8	70.7	59.6
18. That things were going your way? (Several times or a lot)	61.2	57.9	63.4	63.5
19. Upset because someone criticized you? (Never or once)	63.4	51.8	70.7	59.6
AVERAGE WELL-BEING SCALE SCORE (combines items 4 to 19 above)	10.26	10.09	10.21	10.31

TABLE 3

MEANS ON SOPHOMORE STUDENT SELF-ESTEEM AND CONTROL OF ENVIRONMENT QUESTIONS, BY RACE AND SEX

Question	Percent Positive			
	Black Males	Black Females	White Males	White Females
Percent Agree or Agree Strongly:				
1. I take a positive attitude toward myself	85.6	84.9	85.9	75.9
2. I feel I am a person of worth, on an equal plane with others	82.0	86.6	86.2	83.9
3. I am able to do things as well as most other people	84.2	87.4	89.3	85.8
4. On the whole, I am satisfied with myself	71.2	75.4	76.8	73.7
Percent Disagree or Disagree Strongly:				
5. At times I think I am no good at all	53.3	55.7	44.4	30.1
6. I feel I do not have much to be proud of	70.1	76.4	78.2	79.4
AVERAGE SELF-ESTEEM SCALE (combines items 1 to 6 above)	4.47	4.68	4.61	4.29
Percent Disagree or Disagree Strongly:				
1. Good luck is more important than hard work for success	59.0	63.4	77.5	81.5
2. Every time I try to get ahead, something or somebody stops me	51.4	42.4	63.7	65.1
3. Planning only makes a person unhappy since plans hardly every work out anyway.	60.2	63.9	71.4	76.1
4. People who accept their condition in life are happier than those who try to change things.	33.7	42.0	63.4	58.0
Percent Agree or Agree Strongly:				
5. What happens to me is my own doing	62.4	60.9	75.7	72.8
6. When I make plans, I am almost certain I can make them work	76.8	76.1	75.0	70.1
AVERAGE CONTROL OF ENVIRONMENT SCALE (Combines items 1 to 6 above)	3.45	3.59	4.05	4.08

TABLE 4

SUMMARY OF MULTIPLE REGRESSION ANALYSES OF STUDENTS' SENSE OF WELL-BEING, CONTROL OF ENVIRONMENT AND SELF-ESTEEM (N=20,654)

(b = standardized regression coefficient, F = test statistics)

Independent Variables	Well-Being		Control of Environment		Self-Esteem	
	b	(F)	b	(F)	b	(F)
Race	.026	(13.8)	-.068	(95.7)	.058	(65.6)
Sex	-.016	(5.4)	-.052	(61.2)	.064	(87.1)
Region	-.029	(17.3)	.035	(26.5)	.002	(0.0)
Family SES	.159	(481.2)	.169	(564.7)	.126	(294.4)
HS Curriculum	.142	(406.6)	.165	(576.7)	.099	(194.9)
	R_1^2= .055		R_1^2= .089		R_1^2= .036	
Race	.034	(16.7)	-.062	(54.2)	.059	(46.6)
Sex	.037	(32.0)	-.020	(9.5)	.020	(192.7)
Region	-.008	(1.4)	.048	(48.1)	.022	(4.5)
Family SES	.096	(185.3)	.132	(343.8)	.089	(146.6)
HS Curriculum	.052	(55.7)	.108	(234.4)	.045	(38.3)
HS% White	-.010	(1.5)	-.012	(2.0)	-.015	(3.1)
HS Grades	.288	(1642.3)	.201	(778.8)	.178	(575.0)
HS Activities	.110	(276.2)	.020	(8.7)	.050	(52.1)
	R_1^2= .145		R_1^2= .124		R_1^2= .067	
Gain = $(R_2^2 - R_1^2) \div R_1^2$	1.64		0.39		0.86	

TABLE 5

FOR BLACKS (N=3092): SUMMARY OF MULTIPLE REGRESSION ANALYSES OF STUDENTS' SENSE OF WELL-BEING, CONTROL OF ENVIRONMENT AND SELF-ESTEEM
(b = standardized regression coefficient; F = test statistics)

Independent Variables	Well-Being b	Well-Being (F)	Control of Environment b	Control of Environment (F)	Self-Esteem b	Self-Esteem (F)
Sex	.055	(10.0)	-.034	(3.7)	-.057	(10.2)
Region	-.009	(0.2)	.084	(22.7)	.002	(0.0)
Family SES	.147	(67.6)	.130	(55.5)	.068	(13.4)
HS Curriculum	.004	(0.0)	.148	(69.5)	.043	(5.7)
HS % White	-.045	(6.7)	-.018	(1.1)	-.037	(4.4)
HS Grades	.238	(178.1)	.110	(37.8)	.161	(77.8)
HS Activities	.087	(25.0)	.028	(2.5)	.034	(3.5)
	R^2=.103		R^2=.082		R^2=.048	

TABLE 6

FOR WHITES (N=17562): SUMMARY OF MULTIPLE REGRESSION ANALYSES OF STUDENTS' SENSE OF WELL-BEING, CONTROL OF ENVIRONMENT AND SELF-ESTEEM
(b = standardized regression coefficient; F = test statistics)

Independent Variables	Well-Being b	Well-Being (F)	Control of Environment b	Control of Environment (F)	Self-Esteem b	Self-Esteem (F)
Sex	.035	(24.5)	-.019	(6.6)	.116	(246.9)
Region	-.011	(2.1)	.038	(26.0)	.016	(4.3)
Family SES	.084	(127.5)	.127	(279.6)	.089	(131.0)
HS Curriculum	.058	(58.6)	.102	(171.8)	.045	(31.7)
HS % White	-.002	(0.1)	-.005	(0.6)	-.007	(0.8)
HS Grades	.293	(1432.2)	.218	(763.1)	.178	(485.8)
HS Activities	.112	(243.5)	.018	(6.0)	.054	(50.9)
	R^2=.152		R^2=.117		R^2=.073	

TABLE 7

FOR BLACK STUDENTS IN SEGREGATED AND DESEGREGATED SCHOOLS:
SUMMARY OF MULTIPLE REGRESSION ANALYSES
OF SENSE OF WELL-BEING, CONTROL OF ENVIRONMENT, AND SELF_ESTEEM

(B = unstandardized regression coefficient; F = test statistic)

Independent Variables	Well-Being		Control of Environment		Self-Esteem	
	SEG B (F)	DESEG B (F)	SEG B (F)	DESEG B (F)	SEG B (F)	DESEG B (F)
Sex	.358 (7.1)	.216 (2.3)	-.067 (0.8)	-.138 (3.4)	-.189 (7.8)	-.129 (3.5)
Region	-.201 (2.2)	.088 (0.3)	.280 (13.5)	.249 (10.2)	.042 (0.4)	-.026 (0.1)
Curriculum	-.217 (2.03)	.267 (2.5)	.571 (45.0)	.447 (24.7)	.097 (1.6)	.180 (4.7)
SES	.828 (64.9)	.392 (14.7)	.268 (21.7)	.292 (29.0)	.185 (12.8)	.081 (2.6)
Grades	.434 (80.5)	.480 (95.6)	.112 (17.2)	.120 (21.4)	.182 (56.0)	.123 (26.3)
Activities	.249 (7.4)	.420 (18.7)	.033 (0.4)	.083 (2.6)	.032 (0.5)	.091 (3.7)
	n=1584	n=1504	n=1584	n=1504	n=1584	n=1504
	R^2=.103	R^2=.108	R^2=.076	R^2=.088	R^2=.059	R^2=.038

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